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ABSTRACT

Provided for teachers are 11 brief articles on current ideology relevant to the education of handicapped and non-handicapped children. The first five papers deal with the following topics: attempts to increase the effectiveness of the educational system (such as mainstreaming); alternative models for delivery of services to the mildly handicapped (such as the Cascade System); the role of affect and cognition in curriculum; and societal factors affecting the future of education (such as inflation). Presented in seven articles are specific guides to the teacher regarding advocacy for normalized education of exceptional children, the ideas of J. Piaget, diagnosis of learning problems, listening to children, the role of mathematics, improvement of a child's self-concept, and the importance of physical activities for emotionally disturbed children. (LS)

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IDEAS AND ACTIVITIES

FOR EDUCATORS

HELEN P. BESSANT, EDITOR



Education Professions

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DEPARTMENT OF SPECIAL EDUCATION

NORFOLK STATE COLLEGE

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IDEAS AND ACTIVITIES
FOR EDUCATORS

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Norfolk State College
Norfolk, Virginia

January 1975

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FOREWORD

In education we continue to seek new ideas, new approaches, new strategies - better delivery systems for the preparation of children and youth to be good citizens. We modify philosophies and design new approaches. All of these changes will be of little value unless they are implemented in the classroom.

The determination of the kinds of educational experiences each pupil receives, in the final analysis, rests with the classroom teacher. Once the teacher closes her door, to a large extent, she is free to manage the classroom as she chooses and expose the pupils to the content she selects. There is no system in use on a wide-scale basis for continuous monitoring of teacher performance.

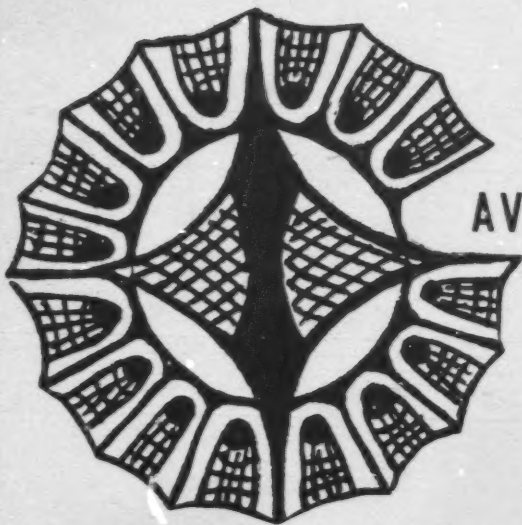
Therefore it is important that preservice teachers receive the best training available such that they will be self renewing persons as inservice teachers. To provide most effectively for the individual needs of children, the teacher must always be a learner. She must seek new and better ways to respond to the intraindividual and interindividual differences among children.

This publication briefly introduces the teacher to ideology regarding education today. It reviews some of the most current positions regarding teacher employment and retention, alternative instructional models for the mildly handicapped, classroom climate, and specific suggestions for instruction. For the self-renewing teacher, this publication should be helpful.

H. P. B.

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AVENUES IN EDUCATION

TODAY

Decision Trees In Education: Which Way?

Helen P. Bessant, Ph. D.¹

A term which has recently been added to education jargon is decision tree. This is a branching system which provides options and which determines subsequent consequences. Now we know that this concept is not new at all. Adam was faced with a decision tree. He could eat or not eat the fruit from the center of the Garden. He chose to eat the fruit and had to endure the consequences.

Today educators are confronted with many decision trees as we seek to effect change in the educational system. In this fluid period of growth and change in our society, it is imperative that we keep the pace which is appropriate for us to forge ahead in education.

We, in education, are now cognizant of these conditions, it appears, and are seeking new directions to enhance the effectiveness of the educational system. I have chosen to review some of these new directions with you this evening.

The first matter that must be addressed in education is the identification of our goals. In other words, where are we going? We must know and be able to articulate the purpose of education in our society. Schooling in America was initiated based on European tradition. The boys were trained to become business oriented gentlemen and the girls were trained in the home to be nice ladies and good housewives. Since ours is a democratic society however, America adopted the philosophy of educating each individual to his fullest potential. But the question "for what?" has been poorly answered.

¹This paper was presented at the 15th Annual Appreciation Dinner for Cooperating School Personnel, Division of Teacher Education, Office of Student Teaching, Norfolk State College, on May 25, 1973.

While we struggle with the matter of goals in education, we are moving "full speed ahead" in seeking new delivery systems. Thus, several decision trees confront the educator who asks, "How will I reach my goal?" Some of the current approaches to answering this question will be reviewed.

Humanism in Education

As we have sought to implement new ideas in education, we have often borrowed them from other fields where they have proven themselves effective. It is unfortunate, however, that they don't always prove to be equally effective when they are tried in education. A good example is the concept of task analysis. This concept involves the clear articulation of entering behaviors. The methodology described herein clearly comes from industry in the area of personnel management. It is easy to determine which part of an engine must be in place before employee X can place his screw on it. It is equally easy to determine approximately how long it takes for him to put the screw on and how the engine will look after he completes his job. However, this concept cannot be applied with equal facility in education.

We have come to realize also that with all the good such an approach as task analysis does, we oftentimes become less and less personal in our relationships with students. Other relatively new approaches which may keep the teacher-pupil relations rather distant are programmed instruction and computer-assisted instruction.

These conditions have resulted in recognition of the need for more humanism in education. Increased emphasis needs to be placed on the child's feelings. The child's emotions should be a fundamental part of the curriculum, fused with his cognitive learning. Any effort to separate a child's education from his emotional life is artificial. (Louis Rubin, et al., 1973)

Mainstreaming

Another current trend in delivery of services in the educational system is mainstreaming. That

is, returning the child with mild handicapping conditions to the regular classroom. No more are children who are mildly retarded, or who cut up sometimes, or who are nonambulatory--no longer will such children be the outcasts of education, assigned to a stuffy janitor's closet in the basement for special class instruction all day. Rather we are now finding these children being returned to regular classes. And rightly so.

We know now that stigmas were attached to these children and followed them for life. We know that, since they require little special equipment for instruction, the instructional needs of these children can best be met in the regular classroom.

On examination of the special classes about five years ago, it became crystal clear that a disproportionate ratio of ethnic minority groups were found in classes for the educable mentally retarded. Invariably an unusually large number of minority group pupils were identified for placement in these classrooms. Examination of the diagnostic procedures revealed that the instruments which are commonly used are indeed unfair. Many pupils were incorrectly placed. This situation gave some impetus to the move toward mainstreaming.

It was also abundantly clear that the procedure of screening out any child who didn't fit the norm could conceivably result in all children being placed in special classes since the norm is a statistic and no child falls on it exactly in every area of ability.

Now, I would be the first to admit that this mainstreaming will not be effective if there is no change in the regular classroom. Paraprofessionals should be assigned to each classroom or the class size must be reduced. The teacher should also receive additional instruction in meeting the needs of all children.

We have a federally funded project in our department which does the latter. The purpose of this EPDA Project is to increase the competencies

and enhance the sensitivities of regular classroom teachers so that they can work effectively with children who exhibit learning problems. Teachers and administrators from the Norfolk, Chesapeake, and Virginia Beach school systems have participated in this project. We see this as a step in the right direction -- toward mainstreaming children.

Accountability

Another area in which many recent innovations have occurred is in measuring effectiveness. Now that there is no longer a shortage of teachers, quite a lot of attention is being given to teacher effectiveness--or accountability. This has become especially important since Mr. Taxpayer is making greater demands of the education system. Just recently a high school graduate in California sued the school system for not teaching him to read. Thus administrators who are caught in the middle have found it necessary to make greater demands of teachers.

Merit Pay

One innovative and rather controversial procedure which is being explored is merit pay. This simply means paying the teacher according to the quality of his teaching. Administrators and professors see merit pay as a step toward teacher professionalism and a means of rewarding outstanding teachers. Those who are opposed to it, mostly teachers, claim that merit pay will create competition in a profession that requires team work and point out that there are no objective standards for teacher rating (Templeton, 1972). This concept is so new that we must wait to see its outcome, or rather act to determine its outcome.

However, we know now that evaluation of staff is more critical than ever. The Stall Act passed in California requires each local school board to adopt public guidelines for evaluation and assessment of all certified personnel within its district (Roseneau, 1973). Similar laws are being drafted in other states as well.

I have sought in these comments to share with you some of the decision trees of education today. The primary branches are three: (1) Where are we going, or what are our goals? (2) How will we get there, or what is the most appropriate delivery system in a given situation? (3) How will we know that we have achieved our goals, or what is our assessment system and to what extent is it effective? The teacher who has the answer to these questions receives top billing by his supervisors and students as well.

These questions must be answered if our education system is to work and work effectively. For we know that as Frymier (1973) states "The school must serve to create a relationship of end and means that will further the development and growth of every human being who comes into contact with the school -- male or female, young or old, white or black, rich or poor, bright or dull, professional or nonprofessional. However, the leadership to accomplish the function must come from the professional group... The schools of tomorrow can be better schools, if we start working toward the objective today (p. 305).

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Alternative Models for the Delivery of Services to the Mildly Handicapped¹

Helen P. Bessant, Ph. D
EPDA Project Director

Change or reform is an accepted phenomenon in a civilization. And so it is in our advanced technological society. Specifically in education there are continual changes as we seek to better educate children and youth. Often need for change is discussed in hushed tones until finally there is an eruption in a formal manner (e.g. publication, presentation, etc.). Such a happening occurred in special education during the last decade.

During the mid-sixties special educators began to recognize that more children were being placed in special education classes than might be expected based on a normal distribution curve. Therefore it became necessary to reassess the state of art and determine the desirability of and directions for change.

In 1968, the issue became full blown on the publication of an article by Dunn in which he questioned the placement of some children labeled mildly retarded in special self-contained classes. He suggested that alternative arrangements should be explored in lieu of the, "either special class or regular class" placement.

Publication of this article resulted in introspection and soul searching on the part of many special educators. It also precipitated examination of the kind of students found in special classes. Certain ethnic populations have disproportionate numbers in lower socio-economic

¹This paper was prepared for presentation at an Education Forum on Mainstreaming, Kansas State Teachers College, Emporia Kansas on October 15, 1973.

communities. It follows that these minority groups produce a disproportionate number of mental retardates (Bransford, 1972). The major ethnic groups victimized in this manner are Black Americans, Native Americans, and Spanish Speaking Americans.

These findings supported the need for change in education delivery systems. But educators moved too slowly in remedying this condition and in terminating exclusionary practices. Consumers resorted to the judiciaries and the legislatures. Some state laws now require that identification and placement of children be based on the use of norms which are consistent with the culture of the child, that the evaluation be conducted in the language of the child, and that there be frequent re-evaluations (Jones, 1973). Kansas is, I am pleased to note, included among those states that require the administration of psychological examinations in a child's native language. States are also enacting legislation to ensure appropriate education for all exceptional persons.

Thus the courts and legislative bodies have issued education a mandate for change. These events have occurred concurrently with exploration of innovative systems for the delivery of services to children who have special needs. More and more, educators are finding it necessary to operationalize and effectuate the overly used term, individualization of instruction. This can be accomplished, I maintain, without an organizational structure which specifies grouping based on intelligence quotients. There are other variables on which children possess commonalities. In a recent study (Goldman, 1973), some children whose IQs ranged from 50 to 150 were found to have the same intellectual styles. This is the critical variable to be considered in determining the appropriate educational model for a child, I contend.

Efforts to explore varied systems for the educating of each child to his fullest potential, the primary objective of our American society, have resulted in many creative endeavors. Descriptions

of a few exemplary models follow.

The Cascade System

As attention turned to the idea of educating exceptional children in the regular classroom, Deno (1970) represented in a schematic fashion the types of settings in which an exceptional child may be placed for instructional purposes. As one of the early advocates of the retention of mildly handicapped children in regular classes when at all possible, Deno introduced the cascade model (Figure 1) which visually indicates the variation in number of pupils who are likely to require service at each of the Eight Levels. In general it may be anticipated that the most specialized instruction will be required by the smallest number of pupils. This model focused attention on the existing alternatives which may be operationalized in a state or local education agency.

The Maryland Continuum

The continuum of special education services which is implemented in some Maryland schools provides instruction in the educational mainstream for children with mild to moderate handicaps. This design operationalizes the cascade system. As the movie implies, it utilizes a broad design for placement and instruction of children encompassing the resource room type approach as well as other delivery systems (Maryland, 1972).

The developers of this design note that it;

1. Encourages increased articulation between professional personnel in the regular and special education programs.
2. Focuses on educational programming (directed) toward individual learning strengths rather than a categorical label by handicaps.
3. Provides financial incentive to local school systems to increase

the variety of programs and services for handicapped children.

4. Provides for a more effective and efficient model for delivery of services.

The seven programs offered in this continuum appear in Figure 2. Note that this model offers no new education verbiage. It simply proposes to do what has always been the intent of special education---to find the placement best suited for a child and educate him therein. What is so attractive about this model is, the educational personnel in Maryland are such believers that they are committed to implement this ambitious design.

Diagnostic/Prescriptive Teacher (DPT) Model

Some educators have explored the creative use of personnel at the various points or levels along the continuum. These persons have in general focused on effectuating the use of part time special instruction exploring variations of the resource room variant is the DPT model (Prouty & McGarry, 1973). This model hinges on the services of a specialist-teacher. This individual who completes a program of instruction acquires the necessary skills to assess the needs and strengths of an prescribe a program of instruction for a child. The DPT services the child as indicated but he also has another very significant role. He is a major change agent in the school. He uses a portion of his time to provide formal and informal training for regular class teachers.

Steps in the DPT operational model appear in Figure 3. This model extends the services available to the teacher by providing an educational specialist who assesses learning problems and provides remedial instruction only at Level 4 to arrive at an appropriate prescription for a child. This prescription for individualized instruction is then implemented by the referring teacher.

The Consulting Teacher

A similar resource-room-type innovative strategy for delivering services is the consulting teacher special education model which has been developed and is in use in Vermont (Fox, et. al., 1973). The pivot point of the implementation of this model in a school is a specially trained individual who has broadened skills in the application of individualized instruction, behavior analysis and research for classroom use.

The consulting teacher helps the referring teacher to apply effective teaching/learning procedures. This model is graphically represented in Figure 4. Thus this strategy also provides a means of providing special education in the regular classroom.

Each of the models which have been described herein seeks to explore and use alternatives other than the selfcontained class for the delivery of instruction to children with moderate to mild handicaps. These models suggest ways to instruct the identified exceptional child.

NSC-EPDA The Buck Stops Here (TBSH) Model

It is of considerable significance to note that only in the Deno model (1971) is any reference made to efforts to prevent the handicapping behavior among children. This is however, in the opinion of this writer, the critical entry level in addressing the problem. It was with this concern that the EPDA-Special Education Project was proposed and funded and the TBSH model was born.

The TBSH model proposes to end the passing of responsibility for educating mildly handicapped children from one person to another as if the child were a "hot potato". It is designed to replace "buck passing" with a competent educator who is prepared to meet the educational and emotional needs of children in their classrooms who exhibit learning problems. The primary objective is to enhance the sensitivities and increase the competencies of classroom teachers and other educational

personnel such that they will deal effectively with children who possess mildly handicapping conditions. This model proposes to prevent labeling of children and inappropriate placement in segregated special classes.

Figure 5 graphically represents with the bold border the wipe-out of all shuffling back and forth of responsibility between educational personnel as well as casting of blame on the children themselves.

The objectives of the TBSH model are accomplished primarily via educator renewal procedures which have been found effective (Yates, 1973). Through formal instruction and consultant services, principals, teachers, and paraprofessionals are re-educated to handle children with learning problems. An intensive three week summer institute is conducted which places major emphasis on exceptionalities among children, diagnostic-prescriptive teaching and behavior management techniques. This summer session is followed by semi-monthly seminars in which current trends in education are explored and solutions to problems are studied. Administrators examine alternative management and organization schema and implement those deemed appropriate for their schools. Participants acquire new competencies in teaching reading, language arts, quantitative concepts, in task analysis, as well as classroom interaction analysis and humanizing education.

A major component of this model is parent education. Weekly sessions are held in which parents acquire new self development skills. Areas included in the curriculum are instruction in the following areas: foods and nutrition, child development and family life, sewing, consumer education, arts and crafts, home activities to improve school performance, and exploration of vocations.

Thus this model effectuates an "umbrella approach" to the child (Figure 6). It seeks to protect him from many environmental influences which may result in handicapping conditions, e.g., poor nutrition, poor medical care, a socially and emotionally impoverished life, failure in school, low

self-esteem. In so doing, this model seeks to end debate of who is responsible for causing and ameliorating learning problems. It also seeks to curtail argument of the one "best" system to initiate for the delivery to service to children with handicapping conditions. Emphasis is placed on identification of the learning styles of children through appropriate diagnostic procedures and utilization of the delivery system deemed most appropriate. Subsequently, no one "best" system is recommended to replace the self contained special class.

Summary

Each of the models described herein are creative efforts to address the problem of identifying appropriate delivery systems for children with learning problems. Included are innovative projects which seek to delineate and demonstrate educational strategies which can be replicated in other locales. Each of these models has proven to be successful in the settings where they were initiated as well as where they were replicated. Plans are to implement the Continuum Model in all of the public schools of Maryland. The DPT Model is already in use throughout the country. Vermont is using its Consulting Teacher Model throughout. The state of Virginia has just submitted a proposal to USOE-BEH for a pilot project using the EPDA-TBSH Model in selected school systems across the state.

Thus five years after the impetus for change given by Dunn (1968), educators are seriously seeking avenues of change. "What is required is not simply that children in special classes be returned to regular classrooms with no further assistance, but rather that a wide array of flexible service arrangements, intervention strategies, and support systems be designed to serve both handicapped children and their teachers" (Bruininks & Rynder, 1971). This focus also serves to improve the education system for regular students and educators. The focus appears to have moved, and rightly so, from search for a "best" delivery system to a more flexible approach permitting

varied alternatives so that educators can best match instructional models to intellectual styles of children.

The system of organization and administration developed for special education should be linked with regular education (a) to increase the capability of the total system to make more flexible response to change in the behavior of individual pupils and to changing condition in school and society, and (b) to permit all elements of the system to influence the policies of the other. (CEC Policy Statements)

It is only when this cooperative effort is accomplished that each child in our society will truly have an equal educational opportunity.

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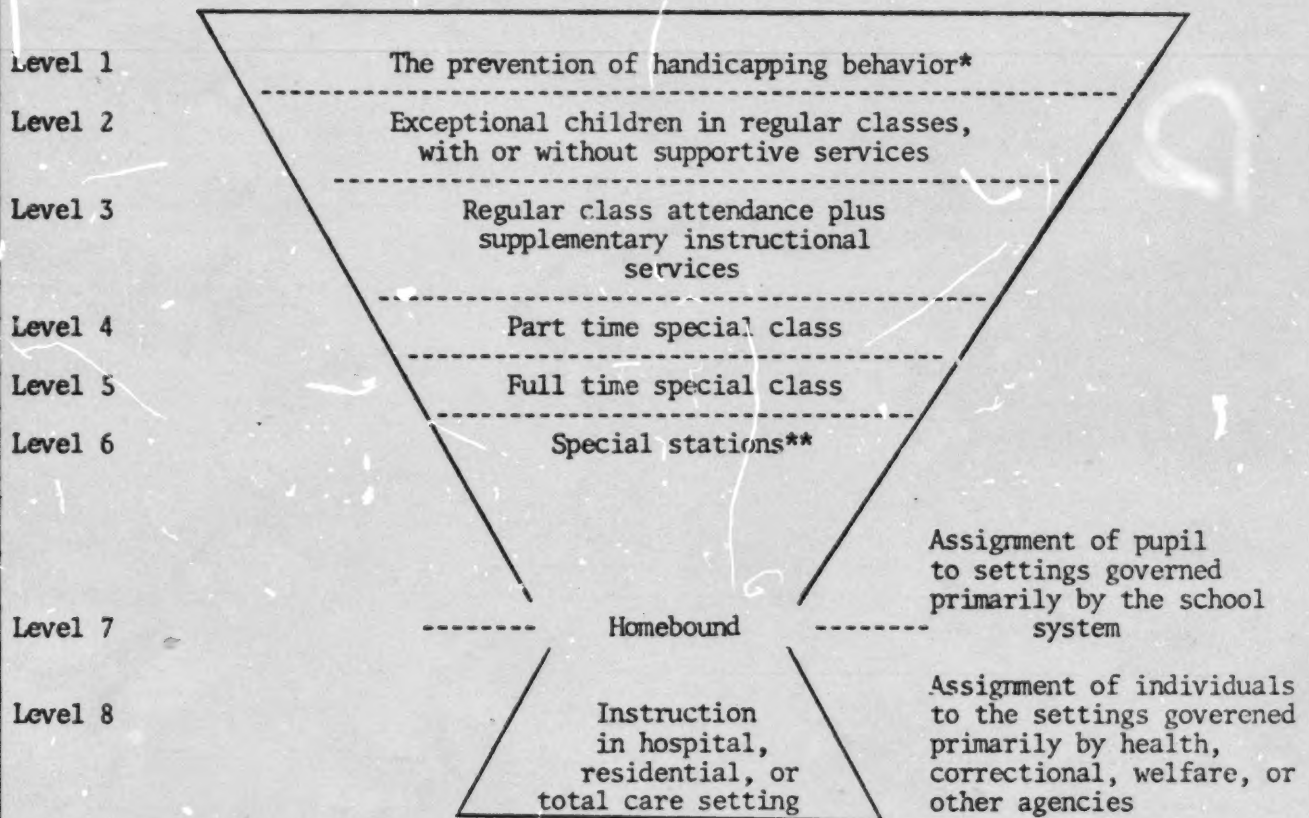
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THE CASCADE SYSTEM OF SPECIAL EDUCATION SERVICE

Evelyn Deno, 1971



*This means the development of public cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public systems.

Figure 1

CONTINUUM OF PROGRAM DESIGN
Maryland State Department of Education

I Program
Consultant Services
Psychologist
Guidance Counselor
Pupil Personnel
Health Nurse

II Program
Diagnostic-Prescriptive Service
Diagnose and prescribe educationally for
assistance for regular teacher

III Program
Itinerant Services
Communicative disorders
Visually handicapped

IV Program
Cooperative Services
Resource room
Tutorial
Crisis Resource

V Program
Special Class Services
Self contained unit for severely
handicapped

VI Program
Nonpublic Special Day Classes
Home and Hospital Teaching

VII Program
Residential Services
Public
Private

Figure 2

DIAGNOSTIC PRESCRIPTIVE TEACHER OPERATIONAL MODEL
Robert Prouty and Florence McGarry

Referral

Observations

Referral Conference

Diagnostic Teaching

Educational Prescription

Prescription Conference

Demonstration

Short Term Follow-Up

Evaluation

Long Term Follow-Up

Figure 3

CONSULTING TEACHER SPECIAL EDUCATION MODEL

University of Vermont

Vermont State Department of Education

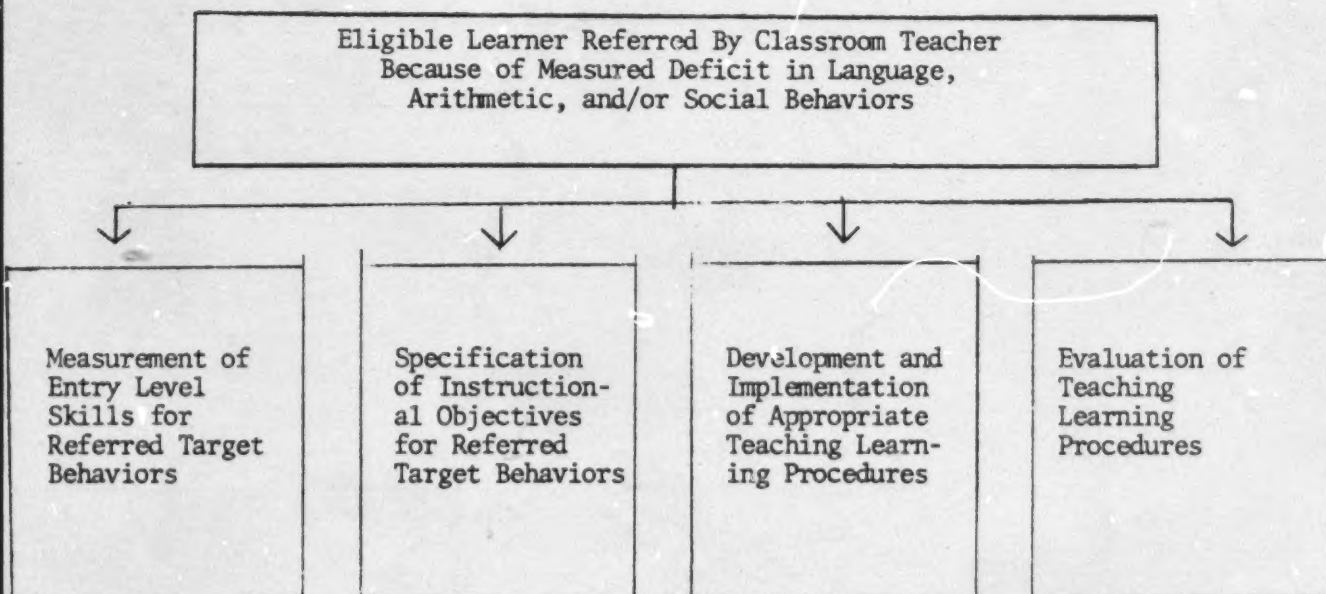


Figure 4

NSC-EPDA TBSH EDUCATIONAL MODEL

*The Buck Stops Here

Helen P. Bessant

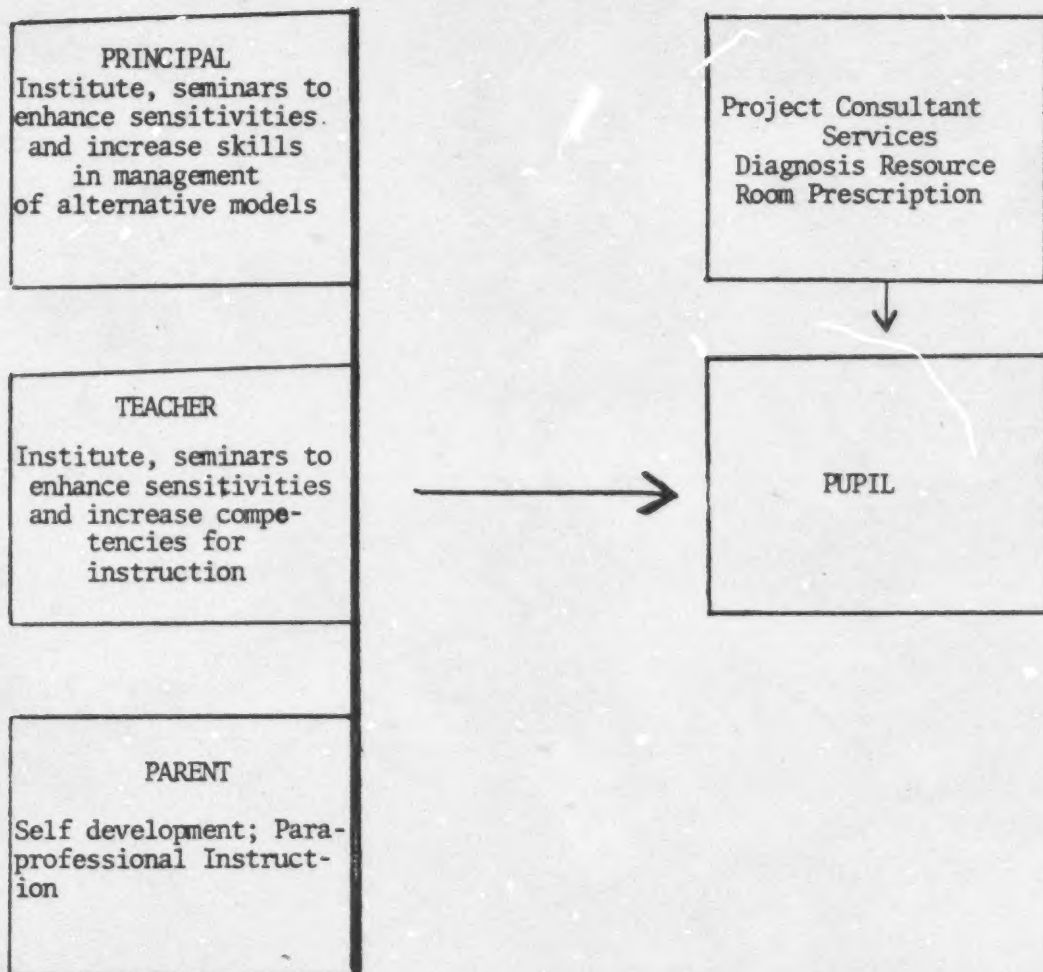


Figure 5

NSC-EPDA

Umbrella Approach

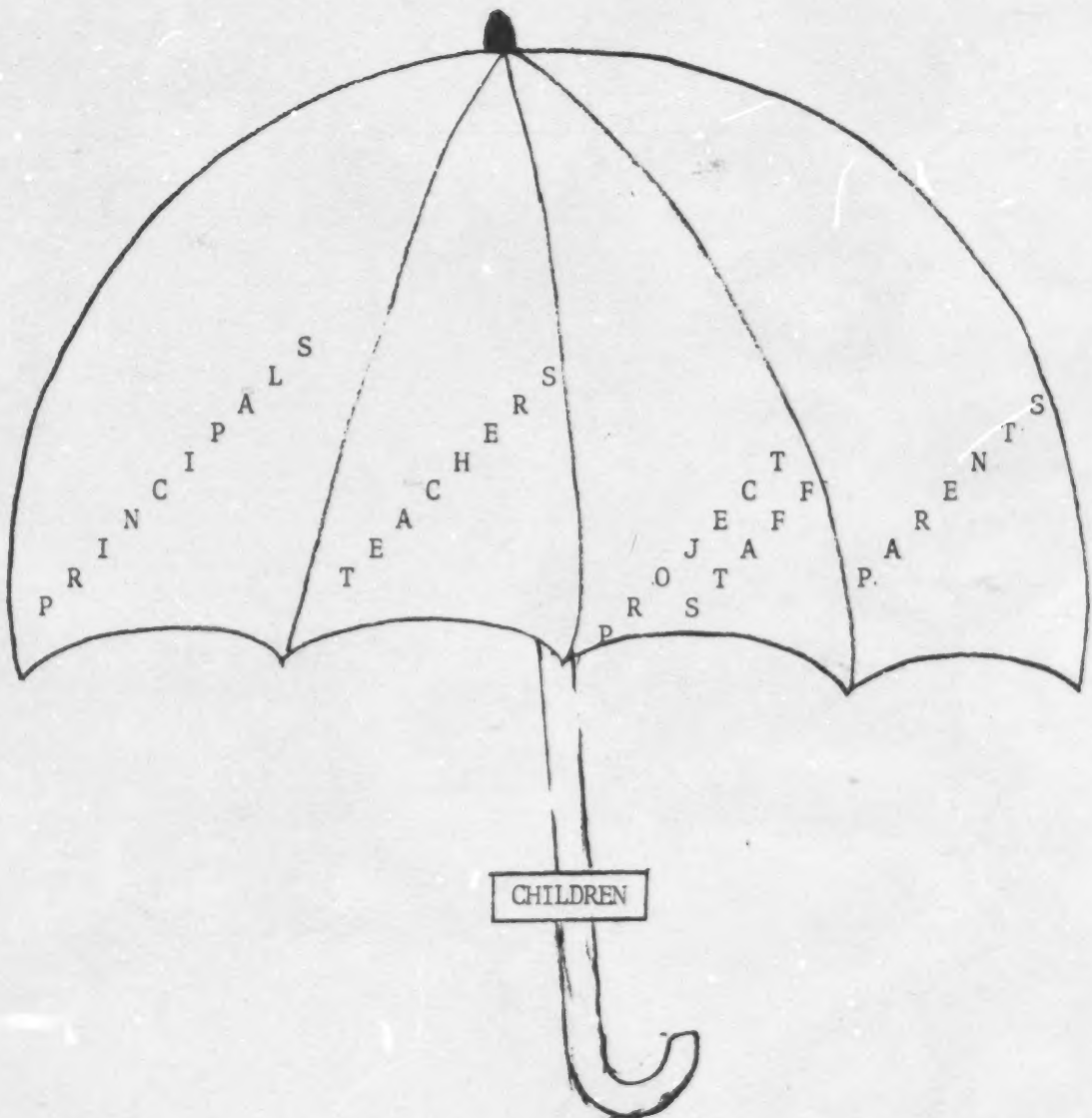


Figure 6

A Marriage Between Affect and Cognition in the Curriculum¹

Fairy Rutledge, M. Ed.
Project Instructor

Affect means in modern usages any kind of feeling or emotion attached to ideas (Drever, 1964). It is an expression of the basic forces that direct and control behavior.

Cognition is the act of processing perceived information and conceptualization (Good, 1959), the faculty of knowing, especially as distinguished from feeling and willing. This paper will examine the marriage of these two factors in a curriculum of instruction.

Weinstein and Fantani (1970) state that, "in most schools today, curriculum is based more on the requirement of the various subject disciplines than on other needs. Rarely is curriculum designed to help the student deal in personal terms with the problems of human conduct" (p. 18).

It is easier to teach toward such specific objectives and, more generally, to recognize and deal with the child's need to know how to read, write, compute, and to have some knowledge of his environment than it is to recognize and deal with his need for a satisfying self-definition, for constructive relationships with others and for some control over what happens to him (Weinstein and Fantani, 1970, p.18). The first set of needs are emphasized in our educational system.

¹This paper was presented in an EPDA Teacher Instruction Program Seminar on December 11, 1973.

But what about the second set of needs? Are we recognizing and dealing with his need for satisfying self-definition? Are we dealing with his need for constructive relationship with others? Are we helping him build control over what happens to him?

The discrepancy between the behavior of individuals in society and what they have learned (or what the school purports to teach) suggests the need for examination of education's chosen channel for changing or affecting behavior (Weinstein and Fantani, 1970).

Did you know statistics show that more people lose their jobs because they don't know how to get along with people than because they cannot execute their tasks efficiently? Is this because of negative social behavior?

Some folk feel it is inappropriate and impossible to develop or administer a curriculum with a humanitarian goal. The phrase has been coined "we are what we eat". We should coin another phrase and say "we are what we learn". Accepting this premise, there is a need for relevance in our education today for students to come out of our schools exhibiting behavior that our contemporary society considers desirable.

Today the teacher is challenged more than ever before to discover ways of making education meaningful to the students. We have learned a lot about minority groups, and about the culturally deprived, but very little has been revealed on how to meet their needs. Or maybe these categories and labels are used as excuses. How are the minority groups or the culturally deprived or the mentally retarded or the slower learners or even the gifted different? We all have the same basic needs: love, affection, and assurance that we can achieve.

On examination of how a good mental climate in a classroom can be achieved and how to make the curriculum relevant to the student, several requisites become clear.

The teacher must:

1. Develop teaching procedures to meet the students learning style. Statistics show that slow learners learn best from nonverbal, concrete, inductive, and kinesthetic methods.
2. Use materials which are within the physical realm of the student's experience.
3. Not ignore the feelings of the learner in teaching materials and methods. A skillful teacher can use the learner's feelings about his experience to lead him into an awareness of his deeper concerns (Weinstein & Fantani, 1970, p. 22).
4. Reflect the concerns of the learner in the teaching content. The learner's concerns involve feelings and emotions. He wonders why do I feel this way? What do others think? Am I different? Each child needs to know what particular teachings have to do with him.

Motivation, enthusiasm, interest in the child and subject matter will help the student to understand and be able to answer the question, "What does this have to do with me"?

There must be a connection between the knowledge placed before the child and his experiential and emotional framework. The knowledge he gains will matter little to him and will not be likely to contribute to the behavioral aims of education if there is no connection. In other words it may be concluded that relevance is that which connects the affective or feeling aspects and the cognitive or conceptualizing aspects of learning.

If a better linkage between the cognitive and affective domains is effected, the learner's concerns and the practices of the school would reduce the discrepancy between learning and behavior (Weinstein & Fantani, 1970, p. 23).

A marriage between the affect and cognitive aspects of the curriculum can be effected if the learner's feelings and concerns are recognized and made to direct the cognition that logically should follow and if cognition is used to help the learner cope with his concerns.

These suggestions would have to be within the framework of one's teaching system and philosophy but they can be implemented. The teacher must know his students, their needs, and above all he must know his own educational philosophy. The teacher should know his answers to the questions: Are you in the classroom to meet the needs of the student? Or are you there to meet your needs? Or can it be a two-way system? As one principal said, "the parents send the best they have to you". Each teacher should remember this and help the student or teach the student to help himself.

In the book Toward Humanistic Education: A Curriculum of Affect, the staff arrived at the broad conclusion (upon which the project model is based) for use in development of relevant content. This final quote from Weinstein and Fantani is appropriate: "Significant contact with pupils is most effectively established and maintained when the content and method of instruction have an affective basis" (1970, p. 10).

Reference

Weinstein, Gerald & Fantani, Mario D.; Toward Humanistic Education: A Curriculum of Affect, New York, N.Y., Praeger, 1970.

Futurism in Education¹

Helen P. Bessant, Ph. D
EPDA Project Director

Many times we hear the expression, "times sure aren't what they used to be," or "times sure do change". And of course the older we get, the more we find ourselves using the same expressions. Times do change. And in education unfortunately we find ourselves trying to catch up or keep up but seldom setting the pace. However there is a movement afoot today to change these conditions and demonstrate leadership in focusing on the future of our society. Historians, political scientists, and educators gather to examine the state of affairs and determine the appropriate direction in education.

Robert Mager (1972) notes the importance of analyzing one's goals in a short tale. He tells the story of a Fuzzy who, was sent on an errand by the king. But because he didn't know exactly what he was looking for, he returned empty-handed several times. Each time he lost a limb until he was limbless. The moral of the fable was that; "if you can't tell one when you see one, you may wind up without a leg to stand on" (VI). This story accentuates the significance of knowing the desired goal. It is not good enough to deal in sweeping generalities. Rather, the situational influences should be examined and specific goal statements should be clearly defined.

So it is as we look ahead in education. We seek to do the seemingly impossible. In a recent conference on alternative futures in education the best advice came from a speaker who advised his listeners to prepare for surprises. In other words experts tell us to expect the unexpected. Conditions have changed

¹This paper was presented in the College Lecture Series at Warren Wilson College, Swannanoa, North Carolina on October 3, 1974.

so fast in our society that it is difficult to find anyone who is brave enough to hazard a guess about the years ahead. There are numerous societal factors that make it risky to clear up fuzzies about the future in education. I will cite a few which I deem as significant.

First and foremost in such a list is the posture of our nation on the international scene. What with all of the emphasis on foreign policy expounded by the former administration, the United States has sunk to an all-time low in status as a world power. We are no longer the dominant or controlling power. Rather we share the leadership and even so, our rank is insecure. Other countries equal us in military strength and nuclear capabilities. Most recently Japan and India have joined the nuclear powers and the race goes on. The U.S. dollar has made embarrassing declines on the international level. It has been devalued several times within the last ten years and reduces our clout as a world power.

Another factor which has a major influence on our society is the energy crisis. This decade ushered in public awareness of the energy shortage. Since the brownouts began in New York City it has been clear that there are problems in the procurement and delivery of the necessary energy for our country. Within the last month Georgia Power Company has called off plans for the construction of two nuclear units and suspended construction of two units at one site due to the high costs. The Virginia Electric Power Company is tripling its rates to state and local governments and increasing its rates for private and commercial governments. Consumers queued up in lines as much as a mile long and waited two and one-half hours for gasoline during the peak of the shortage last winter. Thermostats were turned down. The password was "conserve". Oil has been embargoed and no solution is in sight at this time. Vice-presidential designate Nelson Rockefeller describes this as "the greatest revolutionary change in the history of the world". Dr. Harold Shane suggests that we must enter a devolutionary phase (to consume less energy). The schools must lead the way.

A related problem is the soaring inflation. The economy is in a precarious state now teetering between out-of-control inflation and a crashing depression. Last week President Ford held a summit conference on curtailing the inflationary trend. He gathered at his conference table some of the nation's expert economists. The outcome on which there was unanimous consent was that there is no easy answer. The high costs of living which have resulted from the inflation is making a significant impact on education. Many parents throughout the south and other geographical areas who sent their children to private schools to escape integration and/or busing are gradually returning their children to the public schools. One reason is certainly the high tuitions necessary to keep the private schools alive. By the same token the cost of a college education is staggering. Two weeks ago I attended a conference in Atlanta, Georgia. Enroute, I thumbed the current Mainliner, a publication by United Airlines and came upon an article entitled, "Are you sure you want your kids to go to college?" One of the issues addressed was four-digit tuition. The same weekend the Atlanta Constitution carried an article on the same topic. The costs for a college education are up more than a third according to the latest figures from The College Scholarship Service - from an average of \$1,783 in 1970 to attend a four-year public college to \$2,400 this fall, and an average of \$2,974 to attend a private four-year school in 1970 to \$4,039 today (Sect. A, p-2).

What with all of the verbiage on America as the land of opportunity, it remains a fact to be reckoned with the unemployment and underemployment abounds. We suffer from poverty in the midst of plenty. The welfare and unemployment lines are reminiscent of the depression years to persons over sixty. The mechanization of our society has been one factor in the limited job opportunities. Machines can

now do the jobs of many men leaving able-bodied men, who want to work, holding their hands. Within the last three years I have visited in several "developing" countries. I have seen as many as six men work all day at a job which is done in two hours by a machine in our country. Unemployment is one of the unfortunate concomitants of an industrialized mechanized society. Many persons are so glad to have jobs that they eagerly accept underemployment. Yet we in education continue to tell students that they can be anything they want to be and of the unlimited opportunities. Yet we permit them to train for obsolete jobs and fail to inform them of the new fields open to them.

A major factor resulting in societal change is urbanization. There has been a significant population shift from the rural areas and towns to major metropolitan areas. This shift has resulted in an increase in the problems of the cities. Slums grow up almost overnight. Crime rates, vandalism, and terrorism are up. Other problems face the city in providing for the sheer numbers. There are usually too few adequate housing units, transportation is seldom adequate and schools are often on split shifts.

The civil rights movement of the sixties ushered in the human rights issues of the seventies. Greater opportunities for participation in society have been accorded all minorities. No longer is there an emphasis on America-the melting pot. Rather the accent is on cultural pluralism. Educators are impressed with the importance of understanding the background and culture of each individual. This has resulted in some limited progress in acceptance of cultural and ethnic minorities - the Black American, Native American, Chicano, Oriental American, and Appalachian poor. Another significant minority who is involved in a second suffrage movement is the American woman. Until recently women were accorded second-class citizenship. The emphasis is now on recognition of women as equal partners to men in our society. The expression that women are the weaker sex is a myth. However jokes still abound on behaviors considered to be typically

female. Just recently I read a tale that makes the point.

It seems that there was a big explosion at a women's club, killing them all. St. Peter met them at the Pearly Gates and said, "Ladies, there has been a mixup in the bookkeeping and we don't have room for you right now, we will have to send you down to the other place until we find room for you in heaven. Please be patient, it won't be long". A couple of weeks went by, and St. Peter got a frenetic telephone call from Satan, asking him to please take the women back. St. Peter said, "I can't. I've got trouble finding room for them". Satan said: "You've got troubles, you don't know what these women are doing; with their cake bakes, garage sales, and bazaars, they almost got enough money to air-condition this place".

So you see, even when we are industrious, it goes unappreciated!

Studies have been conducted which reveal that handicapped persons are also minorities in the true sense of the word. Documentation reveals that similar prejudices and discriminatory behavior are exhibited by the majority population. Exceptional children have been enjoying increased opportunities to develop their potentials within the last ten years. With proper training, 85% of the mentally retarded, for example, can become partially or fully self-supporting. It is now recognized by many educators and social workers that it is less expensive, in the long run, to train a retardate so that he may be employed than to make him a ward of the state for the remainder of his life. More positive attitudes have been formulated regarding all minority groups ethnic and cultural minorities, women, and the handicapped - which has resulted in acceptance of the worth and dignity of each individual.

Another societal change is the increased amount of leisure time available to individuals.

Due to medical research and increased access to health services, people are living longer. Therefore retirement years are increased. Many firms are experimenting with the short work week. Both of these factors have increased the amount of leisure time an individual has on hand. Therefore educators must respond to the need to teach individuals ways to use their free time.

There have been changes in value systems taking place among the young. Many new citizens (18 year olds) are no longer accepting philosophies and ideals because their elders shared them. Counter culture movements have sprung up. These young people have acquired their own outlook. Many are attracted to the flourishing new religions. Kahar and Bruce-Biggs (1972) note that, "What we may see, as people find more and more idle time on their hands, is a new 'religiosity' answering a search for meaning and purpose" (p. 228).

For some young people, there is nothing wrong with the use of marijuana and drugs. Educators must seek to channel energies of the young and guide them in making sound rational decisions in shaping their own value systems.

The trend today is toward emphasizing quality of life. The pendulum has swung from a great push for quantity and size and concern for the numbers game. There has been a slow down in use of natural resources for ecological reasons. Also another example is the zero population growth movement. As a matter of fact some professionals have taken this point too far. There is discussion of selective human breeding. This suggestion of determining and dictating who should have children and who shouldn't is taking this matter to an unrealistic and unacceptable end.

The last societal influence I choose to review is the existence of a knowledge explosion. It has been noted that general information doubles about every fifteen years and scientific knowledge doubles every decade. Ours is definitely a society which values learning. Because we must move so fast to keep up, it is not likely that learning will be demoted within the near future. An old Baptist minister used to always say, "You either grow

The humanistic approach is evidenced in education in several ways. Some of these are:
(1) Free schools - These are parent or community run schools in which the curriculum reflects the concerns and interests of the students and community.

(2) Independent learning - Emphasis has been given, in recent years to the importance of decision-making by the student in setting his own priorities, choosing his learning activities, and evaluating his progress.

(3) Classroom without walls - The Parkway School in Philadelphia is probably the most widely known of the schools using this concept. The idea is to not limit the school to one physical setting. Instead the students go to different places for instruction, e.g. a private business, a state or municipal agency, the port authority, the art museum, etc.

(4) Personalized instruction - This is a means of tailoring instruction to individual needs while normalizing instruction for exceptional children by returning or retaining them in the regular classroom when at all possible. It is now recognized that many children who have been placed in the special classes could best be instructed in the mainstream. Several different models are being tried in different parts of the country. More widespread practices of personalized instruction are envisioned for the future.

These are some of the current trends in education today. Examination of these trends reveals that they are approaches to education. They give little attention to content. It should be added however that the focus must move from content to learning how to learn. There is no way a student can be taught all of the existent body of knowledge. Therefore it is imperative that the emphasis be on learning how to approach new ideas and situations.

Ruskin says, "the entire object of true education is to make people not merely to do the right things, but to enjoy them; not merely industrious, but to love industry; not merely learned, but to have knowledge; not merely pure, but to love purity; not merely just but to hunger and

or you go". There is no such thing as standing still. No truer words were ever spoken. I have since read a Chinese proverb which states that, "Learning is like rowing upstream; not to advance is to drop back". Therefore if we are to keep up in society, learning must continue to be a high priority item. Education serves as a tool for a successful learning society. Although there has been some talk of deschooling society, this does not appear likely in the seventies.

It is imperative then that, as we seek to clear up the fuzzies in education, attention be given to these societal factors regarding alternative futures in education.

Some schools scattered throughout the country have defined specifically their directions and are offering several educational alternatives which are innovative and sometimes appear to be contradictory in design. Some alternative options suggest a cybernetic approach to education, while others have a more humanistic approach. Those taking cybernetic approach tend toward a computer systems approach. However the humanistic design emphasizes student-directed behavior and a self-evaluated design.

The cybernetic approach includes:

- (1) Contract teaching - This is one of the early attempts in this area. Students sign agreements with the teacher regarding their performance.
- (2) Computer-assisted instruction - The design of programs for scoring and feedback to be given to students by computer.
- (3) Accountability - Reinforcing positive behaviors to encourage acceptance of responsibility for one's own behavior. This involves the student in taking the consequences of his behavior. It also involves the teacher through holding him accountable for the progress of the student. Merit-pay is widely discussed as a means of holding the teacher accountable. Our of this concept has grown the management-by-objectives concept for effective and efficient management systems in education.

thirst after justice" (p. 87). This certainly should be a beacon as we select alternatives for our future in education.

I would like to leave with you a final thought, lest you think I'm like the little girl who said she know how to spell banana but she didn't know when to stop.

Jack Frymier says in *Schools for Tomorrow*:

The function of the school tomorrow is to create a relationship of ends and means that will further the development and growth of every human being who comes into contact with the school - male or female, young or old, black or white, rich or poor, bright or dull, professional or nonprofessional.... The schools of tomorrow can be better schools, if we start working toward that objective today (p. 305).

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SPECIFIC GUIDES TO THE
TEACHER

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Project Director

Advocacy for Normalized Education of Exceptional Children

The goal of education in America which is stated time and time again, is to educate each child to his fullest potential. The goal is frequently verbalized, but significant energies must be applied to actualize it.

It is important that each person engaged in rendering services to children commits himself to serving as an advocate for children. This includes exceptional children. This group is equally entitled to good health, education, and opportunities for self actualization.

In the last four years emphasis has been given to the need for advocates for the education of exceptional children. All too often these children have not received a "fair shake" in educational opportunities. However the U.S. Office of Education and state and local education agencies are now challenging educators to be advocates for exceptional children.

As a classroom teacher you may ask what you can do. Here are several steps you can take as an advocate for exceptional children to be "mainstreamed" into your classroom.

Agitate
Seek to initiate such a program in your school. If the mentally retarded are still in a self-contained special class relegated to the janitor's closet, talk with that teacher, other teachers, and the principal to bring about a change. Create an awareness among your peers of the need for acceptance of exceptional children and their integration into the school's program. Be among the first regular classroom teachers

¹This paper was prepared for dissemination to regular educators in the Norfolk, Virginia Beach, and Chesapeake, VA EPDA project schools, November, 1974.

to accept an exceptional child in your class.

Diagnostics
The word is out! Mrs. Jones, the special education teacher, is sending you Tracy next week. What do you do? The first step will be to diagnose. Make a careful analysis of the facts available to you regarding the child. Investigate that data in his cumulative folder. Confer with his teacher, the counselor, the nurse, or any other available resource persons who have served him.

Validate
Confirm the basis for his label. That is, find out what characteristics or behavior patterns are displayed by the child which suggest his exceptionality. Ascertain that the child is tested immediately prior to placement with you so that you will have the latest information on his mental ability, social-emotional adjustment, and academic achievement. Make sure that any appropriate special tests of abilities or disabilities are administered. You should also administer any teacher-made or more extensive instruments you choose to confirm the exceptionality and determine his strengths and weaknesses. This is vital to appropriate instruction; thus, the success of the model.

Orientate
Inform yourself on the nature of the exceptionality. Seek information from special educators, professional libraries, and community agencies on the handicapping condition. Educate yourself so that you will have some idea of expected performance and behaviors concomitant with the exceptionality. Use caution however to avoid setting a ceiling for the child.

It will also be necessary for you to orientate your class so that they will adjust to and accept the presence of an exceptional child in the classroom. Children will be cruel to others only out of ignorance. Inform them of the imminent arrival of the new student and of the ways by which they can offer support and help him to become acclimated to the class. They will be very responsive and often

protective of the exceptional child.

Communicate
Maintain dialogue with the child. Ascertain that the child perceives you as being open and accessible. Be certain also that you talk in a language the child understands. Give him tasks on which he will be successful and gradually increase the difficulty as his proficiency increases. This openness assures the child that you are supportive and often motivates him to work harder.

Share information and concerns with the parents. Keep the lines of communication open so that the parents feel free to express their queries and observations. They can frequently share valuable information on the child's history and behavior. Parents want to know the progress of their child in school.

Annotate
Keep an accurate log of the child's progress in your classroom. Make anecdotal records of pertinent information - both positive and negative - regarding the child's performance. Document his academic achievement as well as social-emotional adjustment. The records will be beneficial in giving progress reports to parents and other professionals on the team helping the child.

Tabulate
Summarize the data on the child's performance. After keeping a chronicle of progress, translate or chart it in meaningful form for decision making.

Evaluate
Assess the exceptional child's global growth and development in your classroom. This should be formative evaluation which is done periodically for program adjustments in your classroom. Should changes in placement be considered it will become necessary to do a summative evaluation which will be shared with other members of the interdisciplinary team to be considered in the decision making process.

If you effectively take these steps, you will be recognized as an advocate for exceptional children in your school. No ~~need~~ to wonder, "What if 'they' put 'one' in my class?" Encourage the placement of exceptional children in regular classes! And be just as aggressive about seeking the help of resource persons should you need assistance in diagnosing and/or programming. You will find being an advocate for exceptional children easy. You will find that teaching exceptional children is just good teaching. With any child it is important to determine (1) his entering skills, (2) his learning style, and (3) what size bites he can handle successfully at a time. So it is with the exceptional child. You can be an advocate. Will you?

Piaget

Ideas Grow On Ideas¹

Mrs. Leola C. Robinson
Project Instructor

"Knowledge is not a copy of reality. To know an object is not to look at it and to make a mental copy, an image of it. To know an object is to modify, to transform the object and to understand the process of this transformation and the way the object is constructed. An operation is thus convenience of knowledge: it is an interiorized action which modifies the object of knowledge.

.... it is a set of actions modifying the affect and enabling the knower to get at the structures of the transformation." (Piaget in Sylvester, 1969).

Piaget's studies of intelligence are designed to reveal the order in which the human being becomes able to perform different kinds of operations or put another way, to apprehend structures of varying complexity.

*Piaget thinks the school's program should be designed to help children move from concrete, motor-sensory intelligence to representational intelligence.

*Much of the emphasis on early childhood education and the instigation of the Head Start programs are attributed to the of Piaget.

¹This paper first appeared as an article in the EPDA Newsletter. Vol., 5, No. 3, May, 1974, pp.

*Piaget's reasoning is that ideas grow on ideas, and these ideas serve as the basis for learning. Early childhood is the time when ideas basic to all learning are formed.

*There are two components of Piaget's theory. The first, called the stage-independent theory, is concerned with the framework of concepts and terms which forms the foundation for the second, component. This stage-dependent component depicts the actual stages of intellectual growth from birth to maturity.

*Piaget believes that the period prior to the age of seven is a period of "intuitive thought," largely based on perception.

*Piaget, in contrast to most of his contemporaries in psychology, apparently begins his inquiries, not with the learner (whether that be child or adult, monkey or rat) but with knowledge, the substance to be learned. He has, moreover, a pervasive concern with the structure, or logical organization, or knowledge.

*Piaget's experiments deal with the observed behavior of the children, and not directly with what may be going on within the brain, but he implies that as behavior increases in complexity, so too do the information-processing structures of the brain and nervous system.

*The underlying implication of Piaget's work on the very young children at any point in their lives involves a knowledge of their total history.

*Piaget believes that intelligence is deeply affected by the total environment.

*Piaget sees intelligence as the building of experiences on each other--forming ever more complex structures or schemas. However, he views experience as only one of four factors

influencing intellectual growth. The other three factors are maturation, social transmission, and equilibration.

*Piaget sees the self-teaching of the child as essential to the learning process.

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Where Do We Go From Here?¹

Leola Robinson, M.A.
Project Instructor

Diagnosing Learning Problems

Just as children have problems, teachers and other educators also have problems associated with the teaching-learning situations in the classroom. It is only through understanding and knowledge that we can begin to solve these problems. Every educator should have a genuine interest in and love for children. He should continually strive for improvement in his interactions with children.

Each day new experiences should be provided to meet the needs of the children. We can provide for these needs most effectively when the characteristics and problems of children are considered individually.

Individuals learn through different modalities, therefore, no one method or teaching style suits every individual child. Because each child is uniquely different from another, sequencing of activities and organizational arrangements of curriculum content must vary too.

In order to be ready for and alert to the differences in direction and pace of learning among students, the teacher should observe and diagnose their abilities and disabilities early in the school year. This is necessary for the determination of entering behavior of the children which, in turn dictate their educational needs.

¹This paper appeared as an article in the EPDA Newsletter, Vol. 5, No. 1, 1973, 1-2.

WHAT - WHY - WHEN - WHO

Diagnoses inform teachers of the kind and degree of differences that exist within a class. The pinpointing of specific instructional needs effectuated by diagnostic procedures makes possible the most efficient use of teacher and pupil time. Diagnosis is an important part of good teaching and should be carried on throughout the school year. Formal diagnostic tests should be used frequently since they are easily made and serve to check comprehension of assigned tasks and evaluate each child's progress. The results of the informal teacher-made tests can be quickly put to use in the instructional program.

Thus, teachers should be engaged in a program in which they continuously diagnose, prescribe, teach, evaluate, etc. By so doing many of the problems which face the teachers and the children may be eliminated.

Listening¹

Fairy Rutledge, M.A.
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Webster defines the word, listen as "to hear with thoughtful attention". Ruth Cornelius (1972) says, "To listen is to receive." The development and use of this skill is necessary to effective teaching-learning situations between parent and child or teacher and child.

Did you listen when--

Johnnie asked you to read the notice from school about the PTA meeting?

Alice asked you, "Teacher, what is obnoxious?"

Jane announced she was the cat in the Halloween play and would need a costume?

Lucile Helfat explored reasons why adults often give little attention to the feelings of children. She states:

Children feel things so deeply I muse
as I listen to their hurt reactions
and heated outbursts: why do adults
tend to minimize the depth of feeling
in children? Is it because children
smile and laugh so easily we tend to
forget they have other feelings? (1973)

Think of your interactions with your own children or with children in your class. Do you listen to comments and questions from each child? Teacher can you listen sympathetically to the child when he has a need to talk? Did you listen with thoughtful attention? Did you receive?

¹This article was first disseminated in the EPDA Newsletter, Vol. 5, No. 1, 1973, 3ff.

If your answer is "yes" to these questions, you are providing a stimulating home and school environment in which your children can grow and mature as they explore their innermost thoughts and creatively express their feeling to an understanding parent and teacher. However, if you honestly must answer "no" to some of the questions asked, you should seriously examine your interactions with your children. Ignoring the questions and concerns of children with curt retorts such as, "Leave me alone now; I'm trying to get dinner ready," or "Johnny, we are not talking about that now," tend to suppress curiosity, thwart creativity, and damage egos or feelings of children. Listen to them. Interact with them. Help them learn.

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Other excellent sources for insights on children are Early Years, Parents' Magazine, etc.

Mathematics And The Child¹

Leola C. Robinson
Project Instructor

Love, stated that "Mathematics for children should have three aims: (1) Practical Aims, immediate or direct usefulness in life, (2) Disciplinary Aims, related to mental training, (3) Cultural Aims, ethical and spiritual values." (Teaching Tips...) The child needs to relate his math learnings from one experience to similar experiences. He must learn to recognize the common elements in these situations and to do the necessary thinking and computing to reach a correct conclusion. Concrete materials afford the child an opportunity to test his guesses and to find answers to his questions.

Many opportunities for math learnings and discoveries are present both in the school and in the out-of-school experiences. Parent and teacher guidance is needed to encourage the growth of concepts, relationships and problem solving simultaneously with the development of the skills, processes and techniques. Often a single unit of work in content areas will stimulate learnings in mathematics.

Modern mathematics instruction emphasizes meaningful learning and practice and minimizes drill as such. The discovery method is encouraged to enable the child to see number relationships for himself and to bring to his learning a problem-solving attitude which is essential to the learning of functional mathematics.

¹This item first appeared as an article in the EPDA Newsletter, Vol. 4, No. 2, 1973. pp. 10-11.

Mathematics includes the learning derived from experiences of children with number concepts, namely: number system, number relationships, processes, and the application of these in everyday living. These concepts relationships, understandings, judgements, facts and skills become useful to the child as he becomes aware of their existence and as he develops an understanding for them and feels a need to use them.

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I Am Somebody

How To Improve The Self Concept¹

Leola C. Robinson, M.A.
Project Instructor

How do we learn? Two modern principles of behavior have opened a whole new world for education. In recent years, psychologists have discovered that the self-concept, or the beliefs we hold about ourselves, is so tremendously important that it affects practically everything we do. The self concept acts very much like a quota for an individual. What a person believes about himself establishes what he can and will do.

The Role of the Teacher

When a child has confidence in himself he is ready to learn, to cooperate with others, to behave as a responsible individual. The teacher's first job, then, is to build confidence in every child. Children must see themselves as liked, wanted, acceptable, able, worthy. Today, too many of our young people see themselves as unliked, unwanted, unacceptable, unable, and unworthy. These young people are the potential dropouts who cause us concern.

Every teacher should try to make a child feel that he really belongs as a respected and desirable member of the group. Acceptance by the group can be the most important factor in helping a child achieve a well-adjusted concept of himself.

Build Confidence

Teachers can build confidence and the right kind of self concepts in children through:

¹This paper was first disseminated in the EPDA Newsletter. Vol. 4, May, 1973. pp. 5ff.

1. Classroom Atmosphere. A warm, friendly accepting classroom atmosphere promotes good self concepts in children. In such an atmosphere children have no need to fear failure, rejection, or negative criticism. The teacher is sensitive to their goals, to their unwillingness to try for fear of making mistakes, and to other indications of lack of self confidence.
2. Individual Recognition. A child needs to feel that he is a person of some consequence and importance--an individual in his own right. He gains status by having some skill that can be his specialty. Some children will, of course, have more significant feats of accomplishment than others, but every child should be able to gain recognition for his particular skill or talent. Success in his specialty makes the child more receptive to learning other areas in which he may not be as successful.
3. Discipline. Discipline that teaches children self-control, emotional stability, and moral and spiritual values contributes to wholesome self concepts. Such discipline is consistent, reasonable, fair, and firm. A discipline that tolerates one day what it disapproves the next day makes it difficult for children to develop stable values in behavior.
4. Affection. Friendship, love, and understanding are basic needs of all children --yet some children are literally starved for them. In many instances, the school is the only place where some children receive the understanding and affection so necessary to their emotional well-being.
Show each child that you like him. You may not like all his actions, but you like him. Don't reject any child. Make your pupils your friends. Affection and friendship are expressed in many ways--in sharing

of jokes, stories, poetry, games, parties, picnics, plans, work, and words. Treat your pupils with the same courtesy, respect, and affection you expect from them. Example is a great teacher.

5. Knowledge of Pupils. A teacher must know how things seem to a child because a child's beliefs about himself often dictate what he can or will learn. Well-adjusted children can safely fail and try again, learning from their mistakes. Some children have had such a history of frustration and failure that their self-confidence is shattered and must be restored before they can learn.

Children reveal their inner feelings through their speech patterns, their reluctance or willingness to speak, their vocabulary, handwriting and listening habits. Watch these individual differences in your pupils. If a teacher always knew everything he could or should about a child, he would seldom be surprised by anything that a child might do.

Take time, then, to understand your pupil's backgrounds, interests, fears, hopes, joys, and dreams. Know what kind of performance to expect of youngsters on their physical, social, and emotional maturity level. An emotional explosion in the classroom might simply be the after-effect of a family row, no breakfast, late hours, or too little love and guidance at home.

Develop Responsibility

Desirable self concepts accompany growth in responsible behavior. Children think well of themselves when they:

PRACTICE safety for themselves and others through observance of fire regulations, care in the use of sharp instruments, (scissors, tools, pencils), and caution on buses, playground, and streets.

OBSERVE health practices such as washing hands before eating, using paper tissues, eating properly, and brushing teeth.

ARE CAREFUL with school property, using books and supplies without unnecessary damage and waste.

FEEL RESPONSIBLE for looking after their personal belongings: coats, caps, gloves, books, lunch, money.

TAKE LEADERSHIP in doing things not specifically assigned to any one pupil, such as showing courtesy to visitors, helping newcomers or younger pupils.

DON'T HAVE TO BE REMINDED to clean up spilled paint or other self-made clutter.

DO ERRANDS without dawdling or side excursions.

RETURN BORROWED THINGS PROMPTLY.

ACCEPT RESPONSIBILITY for the consequences of their own actions, such as losing things or damaging books.

CAN BE TRUSTED to be orderly when not under supervision.

Each day, you set the emotional stage for learning. Your wisdom, warmth and understanding can mean the difference between success and failure in the improvement of self concepts in your pupils.

Physical Activities for
Emotionally Disturbed Children¹

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The emotionally disturbed group of children are those who because of a breakdown in the (1) family constellation, (2) developmental disturbance (3) or an economic, social, religious, or ethnic conflict fail to mature socially or emotionally within the limits which their society imposes (Cruickshank & Johnson, 6-7).

Play or physical education has powerful potentials for promoting children's emotional well being. The function of play is not freedom from the discipline of the tasks but a therapeutic and creative effort in itself. Many children do not know how to enjoy play and must literally be taught wholesome play.

Through play the emotionally disturbed individual may start the cycle of recovery. The individual experiments with self control, with control of environment with phantasy, and with legitimate disregard of reality. Play therapy is based upon the reconstructive nature of play. The motor components are useful channels of tension release.

The Virginia Treatment Center in Richmond has a recreational area equipped with mats like those used in wrestling where the residents may go and work off their tensions when they feel anxious or uptight. An attendant is always present to keep the resident from bring self-destructive or extra punitive.

Play and games, free and structured, offer many opportunities for individual social learning. Some children are particularly responsive to games

¹This paper was presented to an Adapted Physical Education Class, February, 1974.

with music. Craft work is an extension of play into creative activity. Structured activities help to channel aggressive behavior through hammering or sawing in a woodshop or through athletics instead of hammering on a desk in the classroom.

The initial step is to see the young person's problem as he defines it. The next step is to find out what he wishes to do about it and what additional factors might influence the immediate problem or possible treatment.

It is important to be aware of the use of the term, "culture". Usually when it is used by the anthropologists they are referring to the milieu or environment in which a human group creates its design for living or a style of life. It is a pattern of behaviors which is accepted and approved. Culture is a vehicle which channels the individual drives in ways which are approved by the majority in his society. When an individual's behavior is not in agreement with cultural expectations set by his society, his behavior is considered to be atypical and often times unacceptable.

The primary instrument in the use of play for therapeutic purposes is the instructor's insight, self-awareness, and skill in helping people change their deviant behavior. Much of this can be accomplished by acceptance and understanding.

Here are five basic assumptions which should underly work with individuals who have emotional problems.

(1) Every person must be seen as a person of dignity and worth.

(2) Behavior, whether it is acceptable or unacceptable to the community, expresses a need for the individual.

(3) An individual usually can and will change his behavior if the right help is given.

(4) If the offer of help is given before the problem becomes seriously aggravated, the response is likely to be an improvement.

(5) The family is the most influential force in the development of personality in the crucial early years.

The film "A Place For Me" depicts an aspect of the growing problem confronting American society that of finding ways of coping with abnormal emotional behavior exhibited by increasing number of children and youth.

Emotional problems or mental illness is the largest problem in the U.S. today.

Some specific physical activities provide just the ventilation needed by emotionally disturbed children. Such activities have been compiled by Cratty. Complete references follow. These activities, along with others, provide healthy outlets for this population.

References

Cratty, Bryant, Learning and Playing: Fifty Vigorous Activities for the Atypical Child. Freeport, N.Y.; Educational Activities Inc., 1968.

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